

SAMPLE PAPER



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

Level 1 English

1.2: Show understanding of specified aspect(s) of studied visual or oral text(s), using supporting evidence

Credits: Four

Check that you have completed ALL parts of the box at the top of this page.

You should write an essay on ONE of the topics in this booklet only.

If you need more space for your answer, use the page(s) provided at the back of this booklet.

Check that this booklet has pages 2–9 in the correct order and that none of these pages is blank.

YOU MUST HAND THIS BOOKLET TO YOUR TEACHER AT THE END OF THE ALLOTTED TIME.

For Assessor's use only			Achievement Criteria		
Achievement			Achievement with Merit		Achievement with Excellence
Show understanding of specified aspect(s) of studied visual or oral text(s), using supporting evidence.		<input type="checkbox"/>	Show convincing understanding of specified aspect(s) of studied visual or oral text(s), using supporting evidence.		<input type="checkbox"/>
Overall Level of Performance			N Not Achieved		

You are advised to spend 60 minutes writing and planning an essay on your chosen topic.

INSTRUCTIONS

Write about ONE or more visual or oral text(s) that you have studied.

If you choose to write about more than one text, the text you write about could be the same type (eg, TWO films) or different text types (eg, a film and a graphic novel). You may have the same or different authors. You may compare or contrast the texts if you wish.

The texts can be any of the following:

- film
- television programme
- drama production
- graphic novel
- radio programme
- oral performance.

OR a combination of the above (inter-textual studies).

Choose ONE of the following topics (1–6) below and complete the box at the top of page 4.

Make sure you understand and can write about BOTH parts of the topic before you start writing.

Make sure your chosen topic suits the text(s).

Write an essay of AT LEAST 200 words for your answer.

Support your points with specific details from the text(s).

TOPICS (Choose one)

1. Describe at least ONE **important conflict** in the text(s).
Explain why the conflict(s) helped you understand an idea in the text(s). Discuss visual/oral text features in your response.
2. Describe at least ONE **important event** at (or near) the end of the text(s).
Explain why the event(s) helped you understand the director's idea(s). Discuss visual/oral text features in your response.
3. Describe at least ONE **idea** that you thought was important in the text(s).
Explain how visual/oral language features were used to show you the idea(s) was important.
4. Describe at least ONE **character or individual** who played an important role in the text(s).
Explain why the character(s) or individual(s) was important in the text(s) as a whole. Discuss visual/oral text features in your response.
5. Describe at least ONE **aspect of setting** that was important in the text(s).
Explain why an aspect(s) of setting helped you understand a key idea(s). Discuss visual/oral text features in your response.
Note: Setting might include time and/or place.
6. Describe at least ONE **point-of-view** that was developed in the text(s).
Make sure you understand and can write about BOTH parts of the topic before you start writing.

Visual/oral text features could include:

- | | | |
|-----------------------------|--------------------------------|-------------------------------------|
| • <i>layout</i> | • <i>structure</i> | • <i>dialogue</i> |
| • <i>colour</i> | • <i>special effects</i> | • <i>narration</i> |
| • <i>lighting</i> | • <i>music</i> | • <i>use of voice/body language</i> |
| • <i>costumes/props</i> | • <i>sound effects</i> | • <i>imagery</i> |
| • <i>editing</i> | • <i>ambient sound/silence</i> | • <i>language</i> |
| • <i>rhetorical devices</i> | | |

Topic number: 5

Circle your chosen visual/oral text(s):

television programme

radio programme

drama production

graphic novel

film

oral performance

Title(s): Schindler's ListAuthor/creator(s): STEVEN SPEILBERG

Use the space below to map or plan your ideas. Begin your essay on page 5.

PLANNING

Your essay might include:

- an **introduction** that states the focus of your essay
- **key points** related to the topic and the central idea(s) of the text, supported by examples and quotations
- a **conclusion** that focuses on the main idea.

~~intro~~ - intro - what happens in the scene

- key points - close up
- lighting
- etc.

- conclusion - summary,

Begin your essay here.

Assessor's
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~~IN THE~~

~~IN THE LIQUIDATION SCENE~~

~~THE liquidation scene is about the clearing of the jews out of the krakow ghetto. it starts during the day showing germans running around yelling~~

It is set in WWII and many scenes; it
→ In the movie Schindler's list directed by Steven Speilberg, there are many scenes that are enhanced by the use of of visual/verbal techniques. One of these scenes that's important is the liquidation because it forms a link between Schindler and a little girl in a red jacket.

The candidate has established a setting of the film but has not established key ideas in the introduction. Reference to "scenes" signals the potential for this response to drift from the intention of the question.

The liquidation scene is about the germans moving the jews out of the krakow ghetto. It opens with Geth who is the leader of the a labour camp saying to the soldiers that this day is the day that the jews were kicked out of krakow city in poland and how history was made. today I quote "You are what made history today" and then we move to the halleds of German soldiers arriving in the ghetto and setting up desks for registration. A large group of german students are seen running around a corner yelling as they run around an old ~~day~~ lady who is carrying two buckets, it then switches

The candidate has demonstrated knowledge of the text by providing details of the plot; however, no aspect of the setting is identified (the ghetto is identified but only in a general way).

from an outside view to families peering out the windows trying to understand what's going on. The contrast of this scene is quite dark as ~~there~~ we go to another house where they are eating bread with jewels inside them so they would have something to trade while in the labour camp. The sound is of horrific screams as a family gets forced to leave their flat stumble over a man who has been shot in the head. We then see a close up of Schindler on top of a hill as he watches a highlighted girl wearing a red jacket, it snaps in and out of Schindler's face and the girl in the jacket, as she walks against the crowds you get a view of the brutality of the Germans e.g. seeing how many Jews they could kill with one bullet. But then the little girl disappears into a building and we see Schindler trot off on his horse satisfied she is safe, the little girl climbs up some stairs and hides under a bed.

An important technique used is the close ups of the small child in the ghetto shivering in ~~far~~ fear and also of schindlers face watching the little girl in the Red coat and how he ~~the~~ follows her progress. These close ups ~~also~~ make it clear how horrifying and terrifying this was for everyone. the close ups on schindlers face as he watches the girls inforces the idea that there is a link between them.

The candidate has discussed the technique of camerawork but not as it relates to the setting. The candidate has made reference to "how horrifying and terrifying this was", but this was only an exploration of a key idea, not an expansion on it.

The long shot of schindler looking down at the jews in the ghetto from ontop of the hill shows how vulnerably ~~the jews~~ and the innocences of the jews. I think that it also shows how the jews had no power or authority as they were getting forced to leave their homes.

The candidate has made a valid discussion of the technique but not necessarily related to the question under discussion.

The contrast of ~~the red colour~~ ^{the red} of the little girls coat against the black & white makes her stand out and shows that she means something to Schindler as he watches her. The darkness and the fog in the scene also shows how scared the jews were and that this was ~~and~~ a frightening and horrible time for the jews.

Extra paper for continuing your essay, if required.

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The music played ~~show~~ which is little kids music shows the insane of the girl and how ~~to~~ vulnerably she is. It also does the same for all the gens and as they get moved through the with dogs barking at them.

I think that overall ~~I~~ all the techniques used ~~I~~ in this scene ~~I~~ express the fear and horror of everything that happens it it. Overall I thought it was a very moving scene.

by Samuel berry

The conclusion reinforces that the candidate has misinterpreted the question as "techniques used in this scene", as opposed to "aspect of setting".

The candidate has demonstrated knowledge of both the visual and oral techniques; however, the discussion, although structured around the key techniques, fails to address the demands of the question.